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STACKS

## Old South Leaflets.

Complete List of the Old  
South Lectures and Leaflets,  
1883-1900.

1. EARLY MASSACHUSETTS HISTORY.
2. THE MAKERS OF BOSTON.
3. THE WAR FOR THE UNION.
4. THE WAR FOR INDEPENDENCE.
5. THE BIRTH OF THE NATION.
6. THE STORY OF THE CENTURIES.
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10. THE DISCOVERY OF AMERICA.
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13. THE PURITANS IN OLD ENGLAND.
14. THE AMERICAN HISTORIANS.
15. THE ANTI-SLAVERY STRUGGLE.
16. THE OLD WORLD IN THE NEW.
17. THE LIFE AND INFLUENCE OF WASHINGTON.
18. THE UNITED STATES IN THE NINETEENTH CENTURY.

*Old South Meeting-house,  
Boston, 1900.*

128409

## OLD SOUTH LECTURES AND LEAFLETS.

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THE OLD SOUTH LEAFLETS were prepared primarily for circulation among the attendants upon the Old South Lectures for Young People. The subjects of the Leaflets are immediately related to the subjects of the lectures, and they are intended to supplement the lectures and stimulate historical interest and inquiry among the young people. They are made up, for the most part, from original papers of the periods treated in the lectures, in the hope to make the men and the public life of the periods more clear and real.

The Old South Lectures for Young People were instituted in the summer of 1883, as a means of promoting a more serious and intelligent attention to historical studies, especially studies in American history among the young people of Boston. The success of the lectures has been so great as to warrant the hope that such courses may be sustained in many other cities of the country.

The Old South Lectures for 1883, intended to be strictly upon subjects in early Massachusetts History, but by certain necessities somewhat modified, were as follows: "Governor Bradford and Governor Winthrop," by EDWIN D. MEAD. "Plymouth," by MRS. A. M. DIAZ. "Concord," by FRANK B. SANBORN. "The Town-meeting," by PROF. JAMES K. HOSMER. "Franklin, the Boston Boy," by GEORGE M. TOWLE. "How to study American History," by PROF. G. STANLEY HALL. "The Year 1777," by JOHN FISKE. "History in the Boston Streets," by EDWARD EVERETT HALE. The Leaflets prepared in connection with these lectures consisted of (1) Cotton Mather's account of Governor Bradford, from the "Magnalia"; (2) the account of the arrival of the Pilgrims at Cape Cod from Bradford's Journal; (3) an extract from Emerson's Concord Address in 1835; (4) extracts from Emerson, Samuel Adams, De Tocqueville, and others, upon the Town-meeting; (5) a portion of Franklin's Autobiography; (6) Carlyle on the Study of History; (7) an extract from Charles Sumner's oration upon Lafayette, etc.; (8) Emerson's poem, "Boston."

The lectures for 1884 were devoted to men representative of certain epochs or ideas in the history of Boston, as follows: "Sir Harry Vane, in New England and in Old England," by EDWARD EVERETT HALE, JR. "John Harvard, and the Founding of Harvard College," by EDWARD CHANNING, PH.D. "The Mather Family, and the Old Boston Ministers," by REV. SAMUEL J. BARROWS. "Simon Bradstreet, and the Struggle for the Charter," by PROF. MARSHALL S. SNOW. "Samuel Adams and the Beginning of the Revolution," by PROF. JAMES K. HOSMER. "Josiah Quincy, the Great Mayor," by CHARLES W. SLACK. "Daniel Webster, the Defender of the Constitution," by CHARLES C. COFFIN. "John A. Andrew, the great War Governor," by COL. T. W. HIGGINSON. The Leaflets prepared in connection with the second course were as follows: (1) Selections from Forster's essay on Vane, etc.; (2) an extract from Cotton Mather's "Sal Gentium"; (3) Increase Mather's "Narrative of the Miseries of New England"; (4) an original account of "The Revolution in New England" in 1689; (5) a letter from Samuel Adams to John

Adams, on Republican Government; (6) extracts from Josiah Quincy's Boston Address of 1830; (7) Words of Webster; (8) a portion of Governor Andrew's Address to the Massachusetts Legislature in January, 1861.

The lectures for 1885 were upon "The War for the Union," as follows: "Slavery," by WILLIAM LLOYD GARRISON, JR. "The Fall of Sumter," by COL. T. W. HIGGINSON. "The Monitor and the Merrimac," by CHARLES C. COFFIN. "The Battle of Gettysburg," by COL. THEODORE A. DODGE. "Sherman's March to the Sea," by GEN. WILLIAM COGSWELL. "The Sanitary Commission," by MRS. MARY A. LIVERMORE. "Abraham Lincoln," by HON. JOHN D. LONG. "General Grant," by CHARLES C. COFFIN. The Leaflets accompanying these lectures were as follows: (1) Lowell's "Present Crisis," and Garrison's Salutatory in the *Liberator* of January 1, 1831; (2) extract from Henry Ward Beecher's oration at Fort Sumter in 1865; (3) contemporary newspaper accounts of the engagement between the Monitor and the Merrimac; (4) extract from Edward Everett's address at the consecration of the National Cemetery at Gettysburg, with President Lincoln's address; (5) extract from General Sherman's account of the March to the Sea, in his Memoirs; (6) Lowell's "Commemoration Ode"; (7) extract from Lincoln's First Inaugural Address, the Emancipation Proclamation, and the Second Inaugural Address; (8) account of the service in memory of General Grant, in Westminster Abbey, with Archdeacon Farrar's address.

The lectures for 1886 were upon "The War for Independence," as follows: "Samuel Adams and Patrick Henry," by EDWIN D. MEAD. "Bunker Hill, and the News in England," by JOHN FISKE. "The Declaration of Independence," by JAMES MACALLISTER. "The Times that tried Men's Souls," by ALBERT B. HART, PH.D. "Lafayette, and Help from France," by PROF. MARSHALL S. SNOW. "The Women of the Revolution," by MRS. MARY A. LIVERMORE. "Washington and his Generals," by GEORGE M. TOWLE. "The Lessons of the Revolution for these Times," by REV. BROOKE HERFORD. The Leaflets were as follows: (1) Words of Patrick Henry; (2) Lord Chatham's Speech, urging the removal of the British troops from Boston; (3) extract from Webster's oration on Adams and Jefferson; (4) Thomas Paine's "Crisis," No. 1; (5) extract from Edward Everett's eulogy on Lafayette; (6) selections from the Letters of Abigail Adams; (7) Lowell's "Under the Old Elm"; (8) extract from Whipple's essay on "Washington and the Principles of the Revolution."

The course for the summer of 1887 was upon "The Birth of the Nation," as follows: "How the men of the English Commonwealth planned Constitutions," by PROF. JAMES K. HOSMER. "How the American Colonies grew together," by JOHN FISKE. "The Confusion after the Revolution," by DAVIS R. DEWEY, PH.D. "The Convention and the Constitution," by HON. JOHN D. LONG. "James Madison and his Journal," by PROF. E. B. ANDREWS. "How Patrick Henry opposed the Constitution," by HENRY L. SOUTHWICK. "Alexander Hamilton and the *Federalist*." "Washington's Part and the Nation's First Years," by EDWARD EVERETT HALE. The Leaflets prepared for these lectures were as follows: (1) Extract from Edward Everett Hale's lecture on "Puritan Politics in England and New England"; (2) "The English Colonies in America," extract from De Tocqueville's "Democracy in America"; (3) Washington's Circular Letter to the Governors of the States on Disbanding the Army; (4) the Constitution of the United States; (5) "The Last Day of the Constitutional Convention," from Madison's Journal; (6) Patrick

Henry's First Speech against the Constitution, in the Virginia Convention; (7) the *Federalist*, No. IX.; (8) Washington's First Inaugural Address.

The course for the summer of 1888 had the general title of "The Story of the Centuries," the several lectures being as follows: "The Great Schools after the Dark Ages," by EPHRAIM EMERTON, Professor of History in Harvard University. "Richard the Lion-hearted and the Crusades," by MISS NINA MOORE, author of "Pilgrims and Puritans." "The World which Dante knew," by SHATTUCK O. HARTWELL, Old South first prize essayist, 1883. "The Morning Star of the Reformation," by REV. PHILIP S. MOXOM. "Copernicus and Columbus, or the New Heaven and the New Earth," by PROF. EDWARD S. MORSE. "The People for whom Shakespeare wrote," by CHARLES DUDLEY WARNER. "The Puritans and the English Revolution," by CHARLES H. LEVERMORE, Professor of History in the Massachusetts Institute of Technology. "Lafayette and the Two Revolutions which he saw," by GEORGE MAKEPEACE TOWLE.

The Old South Lectures are devoted primarily to American history. But it is a constant aim to impress upon the young people the relations of our own history to English and general European history. It was hoped that the glance at some striking chapters in the history of the last eight centuries afforded by these lectures would be a good preparation for the great anniversaries of 1889, and give the young people a truer feeling of the continuity of history. In connection with the lectures the young people were requested to fix in mind the following dates, observing that in most instances the date comes about a decade before the close of the century. An effort was made in the Leaflets for the year to make dates, which are so often dull and useless to young people, interesting, significant, and useful.—11th Century: Lanfranc, the great mediæval scholar, who studied law at Bologna, was prior of the monastery of Bec, the most famous school in France in the 11th century, and archbishop of Canterbury under William the Conqueror, died 1089. 12th Cent.: Richard I. crowned 1189. 13th Cent.: Dante, at the battle of Campaldino, the final overthrow of the Ghibellines in Italy, 1289. 14th Cent.: Wyclif died, 1384. 15th Cent.: America discovered, 1492. 16th Cent.: Spanish Armada, 1588. 17th Cent.: William of Orange lands in England, 1688. 18th Cent.: Washington inaugurated, and the Bastille fell, 1789. The Old South Leaflets for 1888, corresponding with the several lectures, were as follows: (1) "The Early History of Oxford," from Green's "History of the English People,"; (2) "Richard Cœur de Lion and the Third Crusade," from the Chronicle of Geoffrey de Vinsauf; (3) "The Universal Empire," passages from Dante's *De Monarchia*; (4) "The Sermon on the Mount," Wyclif's translation; (5) "Copernicus and the Ancient Astronomers," from Humboldt's "Cosmos"; (6) "The Defeat of the Spanish Armada," from Camden's "Annals"; (7) "The Bill of Rights," 1689; (8) "The Eve of the French Revolution," from Carlyle. The selections are accompanied by very full historical and bibliographical notes, and it is hoped that the series will prove of much service to students and teachers engaged in the general survey of modern history.

The year 1889 being the centennial both of the beginning of our own Federal government and of the French Revolution, the lectures for the year, under the general title of "America and France," were devoted entirely to subjects in which the history of America is related to that of France as follows: "Champlain, the Founder of Quebec," by CHARLES C. COFFIN. "La Salle and the French in the Great West," by REV.

W. E. GRIFFIS. "The Jesuit Missionaries in America," by PROF. JAMES K. HOSMER. "Wolfe and Montcalm: The Struggle of England and France for the Continent," by JOHN FISKE. "Franklin in France," by GEORGE M. TOWLE. "The Friendship of Washington and Lafayette," by MRS. ABBA GOOLD WOOLSON. "Thomas Jefferson and the Louisiana Purchase," by ROBERT MORSS LOVETT, Old South prize essayist, 1888. "The Year 1789," by REV. EDWARD EVERETT HALE. The Leaflets for the year were as follows: (1) Verrazzano's account of his Voyage to America; (2) Marquette's account of his Discovery of the Mississippi; (3) Mr. Parkman's Histories; (4) the Capture of Quebec, from Parkman's "Conspiracy of Pontiac"; (5) selections from Franklin's Letters from France; (6) Letters of Washington and Lafayette; (7) the Declaration of Independence; (8) the French Declaration of the Rights of Man, 1789.

The lectures for the summer of 1890 were on "The American Indians," as follows: "The Mound Builders," by PROF. GEORGE H. PERKINS. "The Indians whom our Fathers Found," by GEN. H. B. CARRINGTON. "John Eliot and his Indian Bible," by REV. EDWARD G. PORTER. "King Philip's War," by MISS CAROLINE C. STECKER, Old South prize essayist, 1889. "The Conspiracy of Pontiac," by CHARLES A. EASTMAN, M.D., of the Sioux nation. "A Century of Dishonor," by HERBERT WELSH. "Among the Zulus," by J. WALTER FEWKES, PH.D. "The Indian at School," by GEN. S. C. ARMSTRONG. The Leaflets were as follows: (1) extract from address by William Henry Harrison on the Mound Builders of the Ohio Valley; (2) extract from Morton's "New English Canaan" on the Manners and Customs of the Indians; (3) John Eliot's "Brief Narrative of the Progress of the Gospel among the Indians of New England," 1670; (4) extract from Hubbard's "Narrative of the Troubles with the Indians" (1677) on the Beginning of King Philip's War; (5) the Speech of Pontiac at the Council at the River Ecorces, from Parkman's "Conspiracy of Pontiac"; (6) extract from Black Hawk's autobiography, on the cause of the Black Hawk War; (7) Coronado's Letter to Mendoza (1540) on his Explorations in New Mexico; (8) Eleazar Wheelock's Narrative (1762) of the Rise and Progress of the Indian School at Lebanon, Conn.

The lectures for 1891, under the general title of "The New Birth of the World," were devoted to the important movements in the age preceding the discovery of America, the several lectures being as follows: "The Results of the Crusades," by F. E. E. HAMILTON, Old South prize essayist, 1883. "The Revival of Learning," by PROF. ALBERT B. HART. "The Builders of the Cathedrals," by PROF. MARSHALL S. SNOW. "The Changes which Gunpowder made," by FRANK A. HILL. "The Decline of the Barons," by WILLIAM EVERETT. "The Invention of Printing," by REV. EDWARD G. PORTER. "When Michel Angelo was a Boy," by HAMLIN GARLAND. "The Discovery of America," by REV. E. E. HALE. The Leaflets were as follows: (1) "The Capture of Jerusalem by the Crusaders," from the Chronicle of William of Malmesbury; (2) extract from More's "Utopia"; (3) "The Founding of Westminster Abbey," from Dean Stanley's "Historical Memorials of Westminster Abbey"; (4) "The Siege of Constantinople," from Gibbon's "Decline and Fall of the Roman Empire"; (5) "Simon de Montfort," selections from Chronicles of the time; (6) "Caxton at Westminster," extract from Blade's Life of William Caxton; (7) "The Youth of Michel Angelo," from Vasari's "Lives of the Italian Painters"; (8) "The Discovery of America," from Ferdinand Columbus's life of his father.

The lectures for 1892 were upon "The Discovery of America," as follows: "What Men knew of the World before Columbus," by PROF. EDWARD S. MORSE. "Leif Erikson and the Northmen," by REV. EDWARD A. HORTON. "Marco Polo and his Book," by MR. O. W. DIMMICK. "The Story of Columbus," by MRS. MARY A. LIVERMORE. "Americus Vesputius and the Early Books about America," by REV. E. G. PORTER. "Cortes and Pizarro," by PROF. CHAS. H. LEVERMORE. "De Soto and Ponce de Leon," by MISS RUTH BALLOU WHITEMORE, Old South prize essayist, 1891. "Spain, France, and England in America," by MR. JOHN FISKE. The Leaflets were as follows: (1) Strabo's Introduction to Geography; (2) The Voyages to Vinland, from the Saga of Eric the Red; (3) Marco Polo's account of Japan and Java; (4) Columbus's Letter to Gabriel Sanchez, describing his First Voyage; (5) Amerigo Vespucci's account of his First Voyage; (6) Cortes's account of the City of Mexico; (7) the Death of De Soto, from the "Narrative of a Gentleman of Elvas"; (8) Early Notices of the Voyages of the Cabots.

The lectures for 1893 were upon "The Opening of the Great West," as follows: "Spain and France in the Great West," by REV. WILLIAM ELLIOT GRIFFIS. "The North-west Territory and the Ordinance of 1787," by JOHN M. MERRIAM. "Washington's Work in Opening the West," by EDWIN D. MEAD. "Marietta and the Western Reserve," by MISS LUCY W. WARREN, Old South prize essayist, 1892. "How the Great West was settled," by CHARLES C. COFFIN. "Lewis and Clarke and the Explorers of the Rocky Mountains," by REV. THOMAS VAN NESS. "California and Oregon," by PROF. JOSIAH ROYCE. "The Story of Chicago," by MRS. MARY A. LIVERMORE. The Leaflets were as follows: (1) De Vaca's account of his Journey to New Mexico, 1535; (2) Manasseh Cutler's Description of Ohio, 1787; (3) Washington's Journal of his Tour to the Ohio, 1770; (4) Garfield's Address on the North-west Territory and the Western Reserve; (5) George Rogers Clark's account of the Capture of Vincennes, 1779; (6) Jefferson's Life of Captain Meriwether Lewis; (7) Fremont's account of his Ascent of Fremont's Peak; (8) Father Marquette at Chicago, 1673.

The lectures for 1894 were upon "The Founders of New England," as follows: "William Brewster, the Elder of Plymouth," by REV. EDWARD EVERETT HALE. "William Bradford, the Governor of Plymouth," by REV. WILLIAM ELLIOT GRIFFIS. "John Winthrop, the Governor of Massachusetts," by HON. FREDERIC T. GREENHALGE. "John Harvard, and the Founding of Harvard College," by MR. WILLIAM R. THAYER. "John Eliot, the Apostle to the Indians," by REV. JAMES DE NORMANDIE. "John Cotton, the Minister of Boston," by REV. JOHN COTTON BROOKS. "Roger Williams, the Founder of Rhode Island," by PRESIDENT E. BENJAMIN ANDREWS. "Thomas Hooker, the Founder of Connecticut," by REV. JOSEPH H. TWICHELL. The Leaflets were as follows: (1) Bradford's Memoir of Elder Brewster; (2) Bradford's First Dialogue; (3) Winthrop's Conclusions for the Plantation in New England; (4) New England's First Fruits, 1643; (5) John Eliot's Indian Grammar Begun; (6) John Cotton's "God's Promise to his Plantation"; (7) Letters of Roger Williams to Winthrop; (8) Thomas Hooker's "Way of the Churches of New England."

The lectures for 1895 were upon "The Puritans in Old England," as follows: "John Hooper, the First Puritan," by EDWIN D. MEAD; "Cambridge, the Puritan University," by WILLIAM EVERETT; "Sir John Eliot



and the House of Commons," by PROF. ALBERT B. HART; "John Hampden and the Ship Money," by REV. F. W. GUNSAULUS; "John Pym and the Grand Remonstrance," by REV. JOHN CUCKSON; "Oliver Cromwell and the Commonwealth," by REV. EDWARD EVERETT HALE; "John Milton; the Puritan Poet," by JOHN FISKE; "Henry Vane in Old England and New England," by PROF. JAMES K. HOSMER. The Leaflets were as follows: (1) The English Bible, selections from the various versions; (2) Hooper's Letters to Bullinger; (3) Sir John Eliot's "Apology for Socrates"; (4) Ship-money Papers; (5) Pym's Speech against Strafford; (6) Cromwell's Second Speech; (7) Milton's "Free Commonwealth"; (8) Sir Henry Vane's Defence.

The lectures for 1896 were upon "The American Historians," as follows: "Bradford and Winthrop and their Journals," by MR. EDWIN D. MEAD; "Cotton Mather and his 'Magnalia,'" by PROF. BARRETT WENDELL; "Governor Hutchinson and his History of Massachusetts," by PROF. CHARLES H. LEVERMORE; "Washington Irving and his Services for American History," by MR. RICHARD BURTON; "Bancroft and his History of the United States," by PRES. AUSTIN SCOTT; "Prescott and his Spanish Histories," by HON. ROGER WOLCOTT; "Motley and his History of the Dutch Republic," by REV. WILLIAM ELLIOT GRIFFIS; "Parkman and his Works on France in America," by MR. JOHN FISKE. The Leaflets were as follows: (1) Winthrop's "Little Speech" on Liberty; (2) Cotton Mather's "Bostonian Ebenezer," from the "Magnalia"; (3) Governor Hutchinson's account of the Boston Tea Party; (4) Adrian Van der Donck's Description of the New Netherlands in 1655; (5) The Debate in the Constitutional Convention on the Rules of Suffrage in Congress; (6) Columbus's Memorial to Ferdinand and Isabella, on his Second Voyage; (7) The Dutch Declaration of Independence in 1581; (8) Captain John Knox's account of the Battle of Quebec. The last five of these eight Leaflets illustrate the original material in which Irving, Bancroft, Prescott, Motley, and Parkman worked in the preparation of their histories.

The lectures for 1897 were upon "The Anti-slavery Struggle," as follows: "William Lloyd Garrison, or Anti-slavery in the Newspaper," by WILLIAM LLOYD GARRISON, JR.; "Wendell Phillips, or Anti-slavery on the Platform," by WENDELL PHILLIPS STAFFORD; "Theodore Parker, or Anti-slavery in the Pulpit," by REV. EDWARD EVERETT HALE; "John G. Whittier, or Anti-slavery in the Poem," by MRS. ALICE FREEMAN PALMER; "Harriet Beecher Stowe, or Anti-slavery in the Story," by MISS MARIA L. BALDWIN; "Charles Sumner, or Anti-slavery in the Senate," by MOORFIELD STOREY; "John Brown, or Anti-slavery on the Scaffold," by FRANK B. SANBORN; "Abraham Lincoln, or Anti-slavery Triumphant," by HON. JOHN D. LONG. The Leaflets were as follows: (1) The First Number of *The Liberator*; (2) Wendell Phillips's Eulogy of Garrison; (3) Theodore Parker's Address on the Dangers from Slavery; (4) Whittier's account of the Anti-slavery Convention of 1833; (5) Mrs. Stowe's Story of "Uncle Tom's Cabin"; (6) Sumner's Speech on the Crime against Kansas; (7) Words of John Brown; (8) The First Lincoln and Douglas Debate.

The lectures for 1898 were upon "The Old World in the New," as follows: "What Spain has done for America," by REV. EDWARD G. PORTER; "What Italy has done for America," by REV. WILLIAM ELLIOT GRIFFIS; "What France has done for America," by PROF. JEAN CHARLE-

MAGNE BRACQ; "What England has done for America," by MISS KATHARINE COMAN; "What Ireland has done for America," by PROF. F. SPENCER BALDWIN; "What Holland has done for America," by MR. EDWIN D. MEAD; "What Germany has done for America," by MISS ANNA B. THOMPSON; "What Scandinavia has done for America," by MR. JOSEPH P. WARREN. The Leaflets were as follows: (1) Account of the Founding of St. Augustine, by Francisco Lopez de Mendoza Grajales; (2) Amerigo Vespucci's Account of his Third Voyage; (3) Champlain's Account of the Founding of Quebec; (4) Barlowe's Account of the First Voyage to Roanoke; (5) Parker's Account of the Settlement of Londonderry, N.H.; (6) Juet's Account of the Discovery of the Hudson River; (7) Pastorius's Description of Pennsylvania, 1700; (8) Acrelius's Account of the Founding of New Sweden.

The lectures for 1899 were upon "The Life and Influence of Washington," as follows: "Washington in the Revolution," by MR. JOHN FISKE; "Washington and the Constitution," by REV. EDWARD EVERETT HALE; "Washington as President of the United States," by REV. ALBERT E. WINSHIP; "Washington the True Expander of the Republic," by MR. EDWIN D. MEAD; "Washington's Interest in Education," by HON. ALFRED S. ROE; "The Men who worked with Washington," by MRS. ALICE FREEMAN PALMER; "Washington's Farewell Address," by REV. FRANKLIN HAMILTON; "What the World has thought and said of Washington," by PROF. EDWIN A. GROSVENOR. The Leaflets were as follows: (1) Washington's Account of the Army at Cambridge in 1775; (2) Washington's Letters on the Constitution; (3) Washington's Inaugurals; (4) Washington's Letter to Benjamin Harrison in 1784; (5) Washington's Words on a National University; (6) Letters of Washington and Lafayette; (7) Washington's Farewell Address; (8) Henry Lee's Funeral Oration on Washington.

The lectures for 1900 were upon "The United States in the Nineteenth Century," as follows: "Thomas Jefferson, the First Nineteenth-century President," by EDWIN D. MEAD; "The Opening of the Great West," by REV. WILLIAM E. BARTON; "Webster and Calhoun, or the Nation and the States," by PROF. S. M. MACVANE; "Abraham Lincoln and the Struggle with Slavery," by REV. CHARLES G. AMES; "Steam and Electricity, from Fulton to Edison," by PROF. F. SPENCER BALDWIN; "The Progress of Education in the Nineteenth Century," by MR. FRANK A. HILL; "The American Poets," by MRS. MAY ALDEN WARD; "America and the World," by HON. JOHN L. BATES. The Leaflets were as follows: (1) Jefferson's Inaugurals; (2) Account of Louisiana in 1803; (3) Calhoun on the Government of the United States; (4) Lincoln's Cooper Institute Address; (5) Chancellor Livingston on the Invention of the Steamboat; (6) Horace Mann's Address on the Ground of the Free School System; (7) Rufus Choate's Address on the Romance of New England History; (8) Kossuth's First Speech in Faneuil Hall.

The Old South Leaflets, which have been published during the years since 1883 in connection with these annual courses of historical lectures at the Old South Meeting-house, have attracted so much attention and proved of so much service that the Directors have entered upon the publication of the Leaflets for general circulation, with the needs of schools, colleges, private clubs, and classes especially in mind. The Leaflets are prepared by Mr. Edwin D. Mead. They are largely reproductions of im-

portant original papers, accompanied by useful historical and bibliographical notes. They consist, on an average, of sixteen pages, and are sold at the low price of **five cents** a copy, or **four dollars per hundred**. The aim is to bring them within easy reach of everybody. The Old South Work, founded by Mrs. Mary Hemenway, and still sustained by provision of her will, is a work for the education of the people, and especially the education of our young people, in American history and politics; and its promoters believe that few things can contribute better to this end than the wide circulation of such leaflets as those now undertaken. It is hoped that professors in our colleges and teachers everywhere will welcome them for use in their classes, and that they may meet the needs of the societies of young men and women now happily being organized in so many places for historical and political studies. Some idea of the character of these Old South Leaflets may be gained from the following list of the subjects of the first hundred numbers, which are now ready. It will be noticed that most of the later numbers are the same as certain numbers in the annual series. Since 1890 they are essentially the same, and persons ordering the Leaflets need simply observe the following numbers.

**No. 1.** The Constitution of the United States. **2.** The Articles of Confederation. **3.** The Declaration of Independence. **4.** Washington's Farewell Address. **5.** Magna Charta. **6.** Vane's "Healing Question." **7.** Charter of Massachusetts Bay, 1629. **8.** Fundamental Orders of Connecticut, 1638. **9.** Franklin's Plan of Union, 1754. **10.** Washington's Inaugurals. **11.** Lincoln's Inaugurals and Emancipation Proclamation. **12.** The Federalist, Nos. 1 and 2. **13.** The Ordinance of 1787. **14.** The Constitution of Ohio. **15.** Washington's Circular Letter to the Governors of the States, 1783. **16.** Washington's Letter to Benjamin Harrison, 1784. **17.** Verrazzano's Voyage, 1524. **18.** The Constitution of Switzerland. **19.** The Bill of Rights, 1689. **20.** Coronado's Letter to Mendoza, 1540. **21.** Eliot's Brief Narrative of the Progress of the Gospel among the Indians, 1670. **22.** Wheelock's Narrative of the Rise of the Indian School at Lebanon, Conn., 1762. **23.** The Petition of Rights, 1628. **24.** The Grand Remonstrance. **25.** The Scottish National Covenants. **26.** The Agreement of the People. **27.** The Instrument of Government. **28.** Cromwell's First Speech to his Parliament. **29.** The Discovery of America, from the Life of Columbus by his son, Ferdinand Columbus. **30.** Strabo's Introduction to Geography. **31.** The Voyages to Vinland, from the Saga of Eric the Red. **32.** Marco Polo's Account of Japan and Java. **33.** Columbus's Letter to Gabriel Sanchez, describing the First Voyage and Discovery. **34.** Amerigo Vespucci's Account of his First Voyage. **35.** Cortes's Account of the City of Mexico. **36.** The Death of De Soto, from the "Narrative of a Gentleman of Elvas." **37.** Early Notices of the Voyages of the Cabots. **38.** Henry Lee's Funeral Oration on Washington. **39.** De Vaca's Account of his Journey to New Mexico, 1535. **40.** Manasseh Cutler's Description of Ohio, 1787. **41.** Washington's Journal of his Tour to the Ohio, 1770. **42.** Garfield's Address on the North-west Territory and the Western Reserve. **43.** George Rogers Clark's Account of the Capture of Vincennes, 1779. **44.** Jefferson's Life of Captain Meriwether Lewis. **45.** Fremont's Account of his Ascent of Fremont's Peak. **46.** Father Marquette at Chicago, 1673. **47.** Washington's Account of the Army at Cambridge, 1775. **48.** Bradford's Memoir of Elder Brewster. **49.** Bradford's First Dialogue. **50.** Winthrop's "Conclusions for the Plantation in New England." **51.** "New England's First

Fruits," 1643. **52.** John Eliot's "Indian Grammar Begun." **53.** John Cotton's "God's Promise to his Plantation." **54.** Letters of Roger Williams to Winthrop. **55.** Thomas Hooker's "Way of the Churches of New England." **56.** The Monroe Doctrine: President Monroe's Message of 1823. **57.** The English Bible, selections from the various versions. **58.** Hooper's Letters to Bullinger. **59.** Sir John Eliot's "Apology for Socrates." **60.** Ship-money Papers. **61.** Pym's Speech against Strafford. **62.** Cromwell's Second Speech. **63.** Milton's "A Free Commonwealth." **64.** Sir Henry Vane's Defence. **65.** Washington's Addresses to the Churches. **66.** Winthrop's "Little Speech" on Liberty. **67.** Cotton Mather's "Bostonian Ebenezer," from the "Magnalia." **68.** Governor Hutchinson's Account of the Boston Tea Party. **69.** Adrian Van der Donck's Description of New Netherlands in 1655. **70.** The Debate in the Constitutional Convention on the Rules of Suffrage in Congress. **71.** Columbus's Memorial to Ferdinand and Isabella, on his Second Voyage. **72.** The Dutch Declaration of Independence in 1581. **73.** Captain John Knox's Account of the Battle of Quebec. **74.** Hamilton's Report on the Coinage. **75.** William Penn's Plan for the Peace of Europe. **76.** Washington's Words on a National University. **77.** Cotton Mather's Lives of Bradford and Winthrop. **78.** The First Number of *The Liberator*. **79.** Wendell Phillips's Eulogy of Garrison. **80.** Theodore Parker's Address on the Dangers from Slavery. **81.** Whittier's Account of the Anti-slavery Convention of 1833. **82.** Mrs. Stowe's Story of "Uncle Tom's Cabin." **83.** Sumner's Speech on the Crime against Kansas. **84.** The Words of John Brown. **85.** The First Lincoln and Douglas Debate. **86.** Washington's Account of his Capture of Boston. **87.** The Manners and Customs of the Indians, from Morton's "New English Canaan." **88.** The Beginning of King Philip's War, from Hubbard's History of Philip's War, 1677. **89.** Account of the Founding of St. Augustine, by Francisco Lopez de Mendoza Grajales. **90.** Amerigo Vespucci's Account of his Third Voyage. **91.** Champlain's Account of the Founding of Quebec. **92.** Barlowe's Account of the First Voyage to Roanoke. **93.** Parker's Account of the Settlement of Londonderry, N.H. **94.** Juet's Account of the Discovery of the Hudson River. **95.** Pastorius's Description of Pennsylvania, 1700. **96.** Acrelius's Account of the Founding of New Sweden. **97.** Lafayette in the American Revolution. **98.** Letters of Washington and Lafayette. **99.** Washington's Letters on the Constitution. **100.** Robert Browne's "Reformation without Tarrying for Any." **101.** Grotius's "Rights of War and Peace." **102.** Columbus's Account of Cuba. **103.** John Adams's Inaugural. **104.** Jefferson's Inaugurals. **105.** Account of Louisiana in 1803. **106.** Calhoun on the Government of the United States. **107.** Lincoln's Cooper Institute Address. **108.** Chancellor Livingston on the Invention of the Steamboat. **109.** Horace Mann's Address on the Ground of the Free School System. **110.** Rufus Choate's Address on the Romance of New England History. **111.** Kosuth's First Speech in Faneuil Hall.

The leaflets, which are sold at five cents a copy or four dollars per hundred, are also furnished in bound volumes, each volume containing twenty-five leaflets: Vol. i., Nos. 1-25; Vol. ii., 26-50; Vol. iii., 51-75; Vol. iv., 76-100. Price per volume, \$1.50. Title-pages with table of contents will be furnished to all purchasers of the leaflets who wish to

bind them for themselves. Annual series of eight leaflets each, in paper covers, 50 cents a volume.

Address **DIRECTORS OF THE OLD SOUTH WORK**, Old South Meeting-house, Boston.

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It is hoped that this list of Old South Lectures and Leaflets will meet the needs of many clubs and classes engaged in the study of history, as well as the needs of individual students, serving as a table of topics. The subjects of the lectures in the various courses will be found to have a logical sequence; and the leaflets accompanying the several lectures can be used profitably in connection, containing as they do full historical notes and references to the best literature on the subjects of the lectures.

## OLD SOUTH ESSAYS, 1881-1900.

The Old South prizes for the best essays on subjects in American history were first offered by Mrs. Hemenway in 1881, and they have been awarded regularly in each successive year since. The competition is open to all graduates of the various Boston high schools in the current year and the preceding year. Two subjects are proposed each year, forty dollars being awarded for the best essay on each of the subjects named, and twenty-five dollars for the second best,—in all, four prizes.

The first prize essay for 1881, on "The Policy of the early Colonists of Massachusetts toward Quakers and Others whom they regarded as Intruders," by Henry L. Southwick, and one of the first-prize essays for 1889, on "Washington's Interest in Education," by Miss Caroline C. Stecker, have been printed, and can be procured at the Old South Meeting-house. Another of the prize essays on "Washington's Interest in Education," by Miss Julia K. Ordway, was published in the *New England Magazine*, for May, 1890; one of the first-prize essays for 1890, on "Philip, Pontiac, and Tecumseh," by Miss Caroline C. Stecker, appeared in the *New England Magazine* for September, 1891; one of the first-prize essays for 1891, on "Marco Polo's Explorations in Asia and their Influence upon Columbus," by Miss Helen P. Margesson, in the number for August, 1892; one for 1893, on "The Part of Massachusetts Men in the Ordinance of 1787," by Miss Elizabeth H. Tetlow, in March, 1895; and one for 1898, on "The Struggle of France and England for North America," by Caroline B. Shaw, in January, 1900.

The Old South essayists of these years now number almost two hundred; and they naturally represent the best historical scholarship of their successive years in the Boston high schools. They have been organized into an Old South Historical Society, which holds monthly meetings for the reading of papers and general discussion. The meetings of the society for the season of 1896-97 were devoted to the study of the Anti-slavery Struggle. The general subject for the season of 1897-98 was "The Heritage of Slavery," taking up reconstruction, the education of the freedmen, etc. The subject for 1898-99 was "The History of the Spanish Power in America." The 1899-1900 studies were of "Economic and Social Forces in Massachusetts to 1800." The course for 1900-1901 will be on "The Puritan Movement."

The society has also instituted annual historical pilgrimages, in which it invites the young people of Boston and vicinity to join. Its first pilgrimage, in 1896, was to old Rutland, Mass., "the cradle of Ohio." Its second pilgrimage, June, 1897, in which six hundred joined, was to the homes of Whittier by the Merrimack. The third pilgrimage, June, 1898, joined in by an equal number, was to the King Philip Country, Mount Hope, R.I. The 1899 pilgrimage was to Plymouth. The 1900 pilgrimage was to Newburyport.

The subjects of the Old South essays from 1881 to 1900 are given below, in the hope that they will prove suggestive and stimulating to other students and societies. It will be observed that the subjects of the later essays are closely related to the subjects of the lectures for the year.

1881. What was the policy of the early colonists of Massachusetts toward Quakers and others whom they regarded as intruders? Was this policy in any respect objectionable, and, if so, what excuses can be offered for it?

Why did the American colonies separate from the mother country? Did the early settlers look forward to any such separation, and, if not, how and when did the wish for it grow up? What was the difference between the form of government which they finally adopted and that under which they had before been living?

1882. Ethan Allen and the Green Mountain boys; or, the early history of the New Hampshire grant, afterward called Vermont.

The town meeting in the Old South Meeting-house on July 22 and 28, 1774.

1883. The right and wrong of the policy of the United States toward the North American Indians.

What were the defects of the "Articles of Confederation" between the United States, and why was the "Constitution of the United States" substituted?

1884. Why did the Pilgrim Fathers come to New England?

The struggle to maintain the Massachusetts charter, to its final loss in 1684. Discuss the relation of the struggle to the subsequent struggle of the colonies for independence.

1885. Slavery as it once prevailed in Massachusetts.

The "States Rights" doctrine in New England, with special reference to the Hartford Convention.

1886. The Boston town meetings and their influence in the American Revolution.

English opinion upon the American Revolution preceding and during the war.

1887. The Albany Convention of 1754, its history and significance, with reference to previous and subsequent movements toward union in the colonies.

Is a Congress of two houses or a Congress of one house the better? What was said about it in the Constitutional Convention, and what is to be said about it to-day?

1888. England's part in the Crusades, and the influence of the Crusades upon the development of English liberty.

The political thought of Sir Henry Vane. Consider Vane's relations to Cromwell and his influence upon America.

1889. The influence of French political thought upon America during the period of the American and French Revolutions.

Washington's interest in the cause of education. Consider especially his project of a national university.

1890. Efforts for the education of the Indians in the American colonies before the Revolution.

King Philip, Pontiac, and Tecumseh: discuss their plans for Indian union and compare their characters.

1891. The introduction of printing into England by William Caxton, and its effects upon English literature and life.

Marco Polo's explorations in Asia, and their influence upon Columbus.

1892. The native races of Mexico, and their civilization at the time of the conquest by Cortes.

English explorations in America during the century following the discovery by Columbus.

1893. The part taken by Massachusetts men in connection with the Ordinance of 1787.

Coronado and the early Spanish explorations of New Mexico.

1894. The relations of the founders of New England to the Universities of Cambridge and Oxford.

The Fundamental Orders of Connecticut and their place in the history of written constitutions.

1895. New England politics as affected by the changes in England from 1629 to 1692, the dates of the two Massachusetts charters.

The character of Cromwell as viewed by his contemporaries. Consider especially the tributes of Milton and Marvell.

1896. Early historical writings in America, from Captain John Smith to Governor Hutchinson.

The Harvard historians, and the services of Harvard University for American history.

1897. The history of slavery in the Northern States and of Anti-slavery Sentiment in the South before the Civil War.

The Anti-slavery movement in American literature.

1898. The Struggle of France and England for North America, from the founding of Quebec by Champlain till the capture of Quebec by Wolfe.

The History of Immigration to the United States from the close of the Revolution to the present time. Consider the race and character of the immigrants in the earlier and later periods.

1899. The American Revolution under Washington and the English Revolution under Cromwell: Compare their Causes, Aims, and Results.

Washington's Plan for a National University: The Argument for it a Hundred Years Ago and the Argument To-day.

1900. The Monroe Doctrine: Its History and Purpose.

Longfellow's Poetry of America: His Use of American Subjects and his Services for American History.



## THE FOUNDER OF THE OLD SOUTH WORK.

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The extent of the obligation of Boston and of America to Mrs. Hemenway for her devotion to the historical and political education of our young people during this long period is something which we only now begin to properly appreciate, when she has left us and we view her work as a whole. I do not think it is too much to say that she has done more than any other single individual in the same time to promote popular interest in American history and to promote intelligent patriotism.

Mary Hemenway was a woman whose interests and sympathies were as broad as the world; but she was a great patriot,—and she was pre-eminently that. She was an enthusiastic lover of freedom and of democracy; and there was not a day of her life that she did not think of the great price with which our own heritage of freedom had been purchased. Her patriotism was loyalty. She had a deep feeling of personal gratitude to the founders of New England and the fathers of the Republic. She had a reverent pride in our position of leadership in the history and movement of modern democracy; and she had a consuming zeal to keep the nation strong and pure and worthy of its best traditions, and to kindle this zeal among the young people of the nation. With all her great enthusiasms, she was an amazingly practical and definite woman. She wasted no time nor strength in vague generalities, either of speech or action. Others might long for the time when the kingdom of God should cover the earth as the waters cover the sea,—and she longed for it; but, while others longed, she devoted herself to doing what she could to bring that corner of God's world in which she was set into conformity with the laws of God,—and this by every means in her power, by teaching poor girls how to make better clothes and cook better dinners and make better homes, by teaching people to value health and respect and train their bodies, by inciting people to read better books and love better music and better pictures, and be interested in more important things. Others might long for the parliament of man and the federation of the world, and so did she; but, while others longed, she devoted herself to doing what she could to make this nation, for which she was particularly responsible, fitter for the federation when it comes. The good patriot, to her thinking, was not the worse cosmopolite. The good State for which she worked was a good Massachusetts; and her chief interest, while others talked municipal reform, was to make a better Boston.

American history, people used to say, is not interesting; and they read about Ivry and Marathon and Zama, about Pym and Pepin and Pericles, the ephors, the tribunes, and the House of Lords. American history, said Mrs. Hemenway, is to us the most interesting and the most important history in the world, if we would only open our eyes to it and look at it in the right way,—and I will help people to look at it in the right way. Our very archæology, she said, is of the highest interest; and through the researches of Mr. Cushing and Dr. Fewkes and others among the Zuñis and the Moquis, sustained by her at the cost of thousands of dollars, she did an immense work to make interest in it general. Boston, the Puritan city,

—how proud she was of its great line of heroic men, from Winthrop and Cotton and Eliot and Harvard to Sumner and Garrison and Parker and Phillips! How proud she was that Harry Vane once trod its soil and here felt himself at home! How she loved Hancock and Otis and Warren and Revere, and the great men of the Boston town meetings,—above all, Samuel Adams, the very mention of whose name always thrilled her, and whose portrait was the only one save Washington's which hung on the oaken walls of her great dining-room! The Boston historians, Prescott, Motley, Parkman; the Boston poets, Longfellow, Lowell, Emerson,—each word of every one she treasured. She would have enjoyed and would have understood, as few others, that recent declaration of Charles Francis Adams', that the founding of Boston was fraught with consequences hardly less important than those of the founding of Rome. All other Boston men and women must see Boston as she saw it,—that was her high resolve; they must know and take to heart that they were citizens of no mean city; they must be roused to the sacredness of their inheritance, that so they might be roused to the nobility of their citizenship and the greatness of their duty. It was with this aim and with this spirit, not with the spirit of the mere antiquarian, that Mrs. Hemenway inaugurated the Old South Work. History with her was for use,—the history of Boston, the history of New England, the history of America.

In the first place, she saved the Old South Meeting-house. She contributed \$100,000 toward the fund necessary to prevent its destruction. It is hard for us to realize, so much deeper is the reverence for historic places which the great anniversaries of these late years have done so much to beget, that in our very centennial year, 1876, the Old South Meeting-house, the most sacred and historic structure in Boston, was in danger of destruction. The old Hancock house, for which, could it be restored, Boston would to-day pour out unlimited treasure, had gone, with but feeble protest only a dozen years before; and, but for Mrs. Hemenway, the Old South Meeting-house would have gone in 1876. She saved it; and, having saved it, she determined that it should not stand an idle monument, the tomb of the great ghosts, but a living temple of patriotism. She knew the didactic power of great associations; and every one who in these fifteen years has been in the habit of going to the lectures and celebrations at the Old South knows with what added force many a lesson has been taught within the walls which heard the tread of Washington, and which still echo the words of Samuel Adams and James Otis and Joseph Warren.

The machinery of the Old South Work has been the simplest. That is why any city, if it has public-spirited people to sustain it, can easily carry on such work. That is why work like it, owing its parentage and impulse to it, has been undertaken in Providence and Brooklyn and Philadelphia and Indianapolis and Chicago and elsewhere. That is why men and women all over the country, organized in societies or not, who are really in earnest about good citizenship, can do much to promote similar work in the cities and towns in which they live.—*Edwin D. Mead, in an article on the Old South Work, in the Journal of Education, 1894.*

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